000 SHSU 002 Custom Aggregate Data on Coursework Assessment

Parameter Title	Parameter Value
Select a Course	Any
Select a Section	Any
Select a Term	201280 - Fall 2012,201320 - Spring 2013,201340 - Summer 2013
Select an Assessment Tool	Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (do not use after Summer 2014),Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (use begins Fall 2014)
Select Coursework Type	Any
Select Program	Instructional Leadership (Advanced)

export

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (do not use after Summer 2014)

Diversity in Field Experiences

Please assess. Note that candidates who complete this assignment who will not be working in public schools (this will be candidates seeking LPC, LMFT, etc.) may use examples of experiences with others from any age group in any setting where they believe that they can adequately describe the diversity of the group and demonstrate the dispositions listed below.	# little or no evidence	% little or no evidence	# nominal evidence	% nominal evidence	# acceptable evidence	% acceptable evidence	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
The candidates evidence indicates that he/she participated in extensive field experiences within this course	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
The candidates evidence indicates that his/ her interaction with P-12 students during these field experiences was substantive	0	0%	3	13.04%	20	86.96%	0	0%	23	0	1.87	2	2	0.34
The candidates evidence indicates that he/she identified issues of significance as related to P-12 student diversity	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
The candidates evidence indicates that he/she understands the relationship between the issues identified and their effect on the candidates professional role in student learning	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
The candidates evidence indicates that he/ she developed strategies related to his/her professional role for improving student learning	0	0%	3	13.04%	20	86.96%	0	0%	23	0	1.87	2	2	0.34
The candidates evidence indicates that he/ she developed strategies for improving effectiveness in his/her professional role	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
Total/Percentage	0	0%	14	10.14%	124	89.86%	0	0%	138					

This candidate participated in field experiences with P-12 students and provided evidence of that experience with reference to these diversities. Note that candidates who complete this assignment who will not be working in public schools (this will	# not experienced	% not experienced	# experienced at a nominal level	% experienced at a nominal level	# acceptable experience	% acceptable experience	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation

be candidates seeking LPC, LMFT, etc.) may use examples of experiences with others from any age group in any setting where they believe that they can adequately describe the diversity of the group and demonstrate the dispositions listed below.														
Ethnicity	0	0%	3	13.04%	20	86.96%	0	0%	23	0	1.87	2	2	0.34
Exceptionality	0	0%	3	13.04%	20	86.96%	0	0%	23	0	1.87	2	2	0.34
Socioeconomics	1	4.35%	1	4.35%	21	91.3%	0	0%	23	0	1.87	2	2	0.45
Linguistic Diversity	2	8.7%	1	4.35%	20	86.96%	0	0%	23	0	1.78	2	2	0.59
Total/Percentage	3	3.26%	8	8.7%	81	88.04%	0	0%	92					

Evidence submitted for Dispositions and Diversity Proficiency was demonstrated. Note that candidates who complete this assignment who will not be working in public schools (this will be candidates seeking LPC, LMFT, etc.) may use examples of experiences with others from any age group in any setting where they believe that they can adequately describe the diversity of the group and demonstrate the dispositions listed below.	# Rarely (Unsatisfactory)	% Rarely (Unsatisfactory)	# Sometimes (Exhibits Progress)	% Sometimes (Exhibits Progress)	# Consistently (Proficient)	% Consistently (Proficient)	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
3. Demonstrates a commitment to literacy, inquiry, and reflection.	0	0%	3	13.04%	20	86.96%	0	0%	23	0	1.87	2	2	0.34
4. Practices ethical behavior and intellectual honesty.	0	0%	1	4.35%	22	95.65%	0	0%	23	0	1.96	2	2	0.2
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	0	0%	4	17.39%	19	82.61%	0	0%	23	0	1.83	2	2	0.38
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	0	0%	1	4.35%	22	95.65%	0	0%	23	0	1.96	2	2	0.2

7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3	13.04%	1	4.35%	19	82.61%	0	0%	23	0	1.7	2	2	0.69
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains.	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners.	0	0%	2	8.7%	21	91.3%	0	0%	23	0	1.91	2	2	0.28
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	0	0%	1	4.35%	22	95.65%	0	0%	23	0	1.96	2	2	0.2
Total/Percentage	3	1.3%	19	8.26%	208	90.43%	0	0%	230					

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